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More than 10,000,000 children attend schools where there are no school libraries. Sixty-six percent of the elementary schools do not have a school library. Even schools with centralized libraries have fewer than five books per pupil, and many are without professionally trained librarians. Because of these statistics a special issue on elementary school libraries is presented. The need for good school libraries is evident because of the future role of our young people. The library provides materials for varying needs, interests, and abilities, and encourages the student to pursue independent study at his own pace. It provides help for the slow reader and challenges the gifted. The librarian guides in the use of reference resources and tools.

One article considers the role of the library in the elementary school program from the point of view of the changing curriculum. Another article offers an opportunity to review some of the research on the evaluation of the elementary school library. A special section includes an article on future trends and needs of the library and its resources.

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The elementary school library

February 1962

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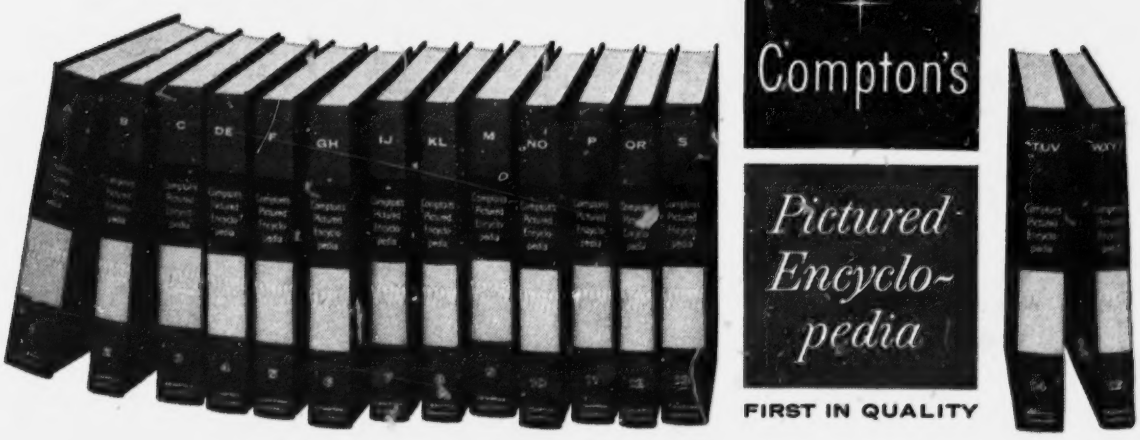

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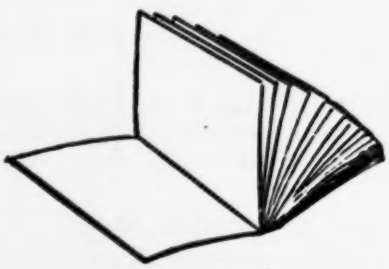

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"The Elementary School Library."

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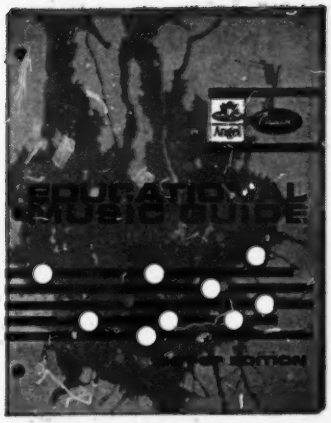

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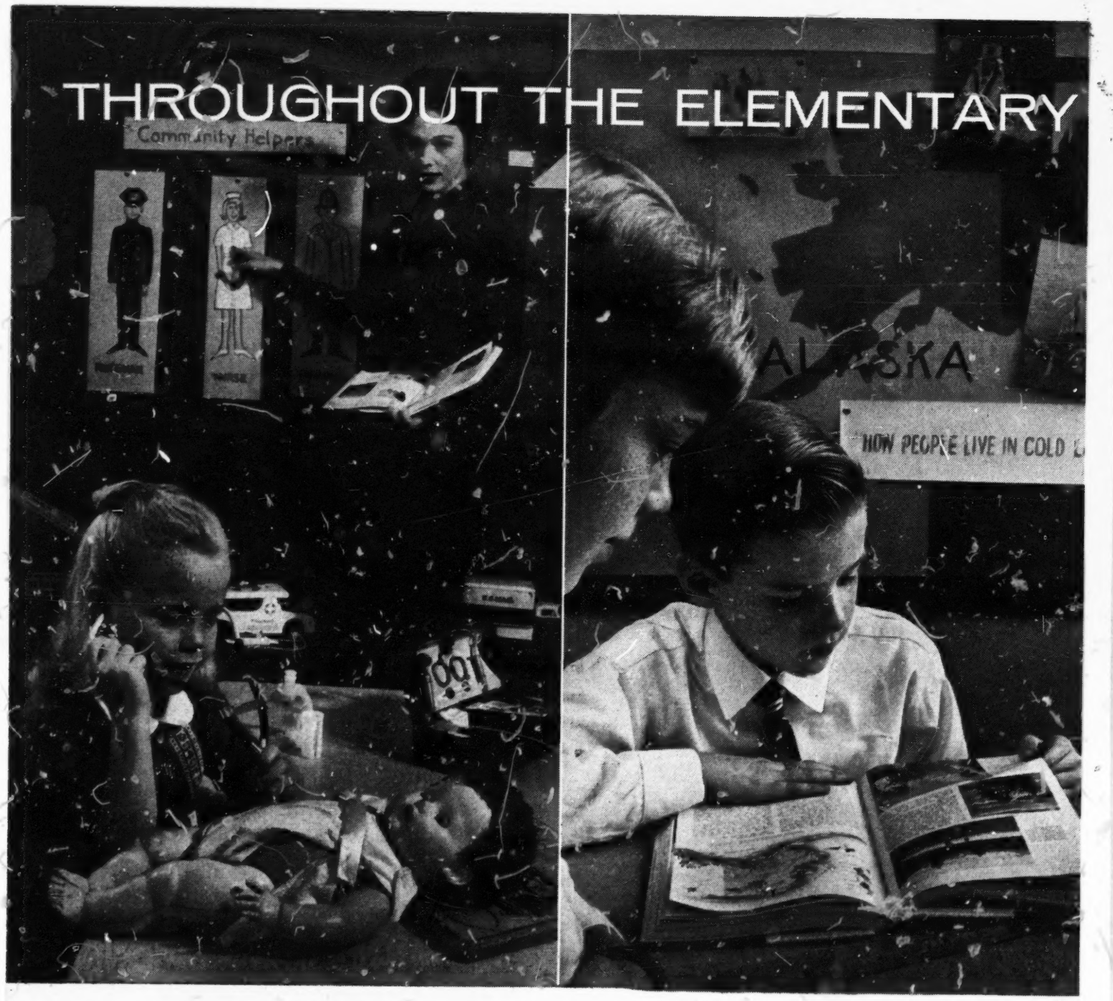

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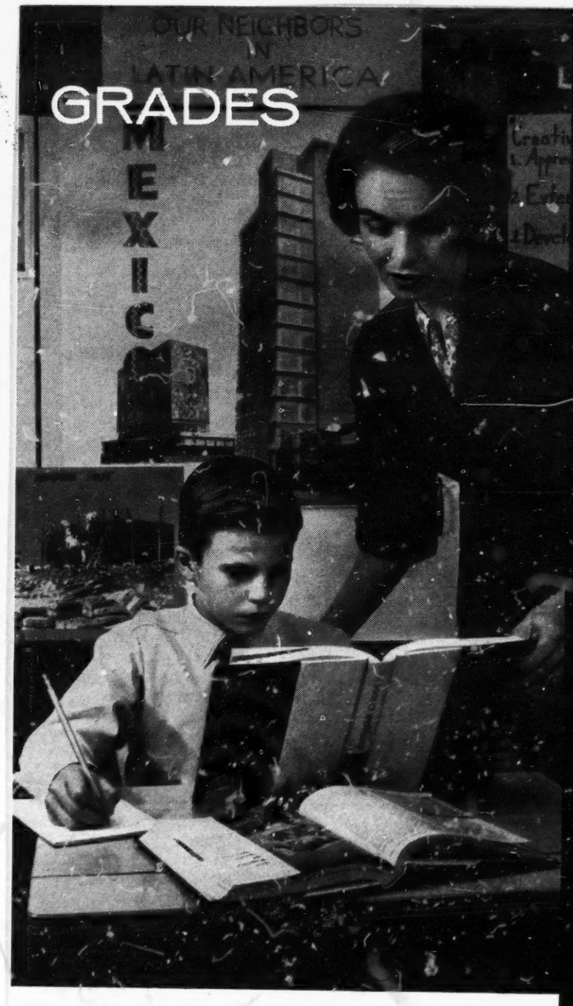

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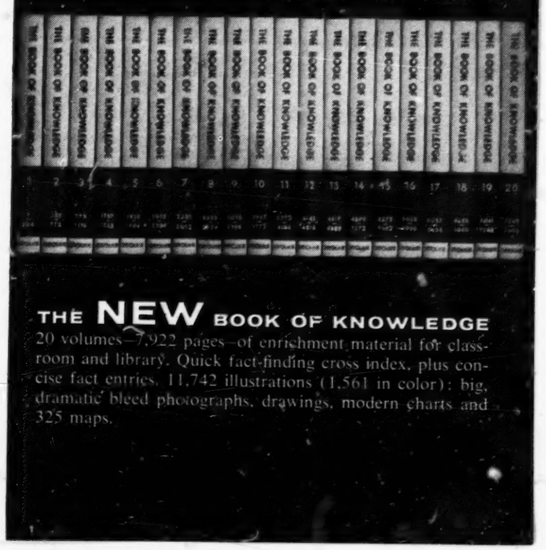

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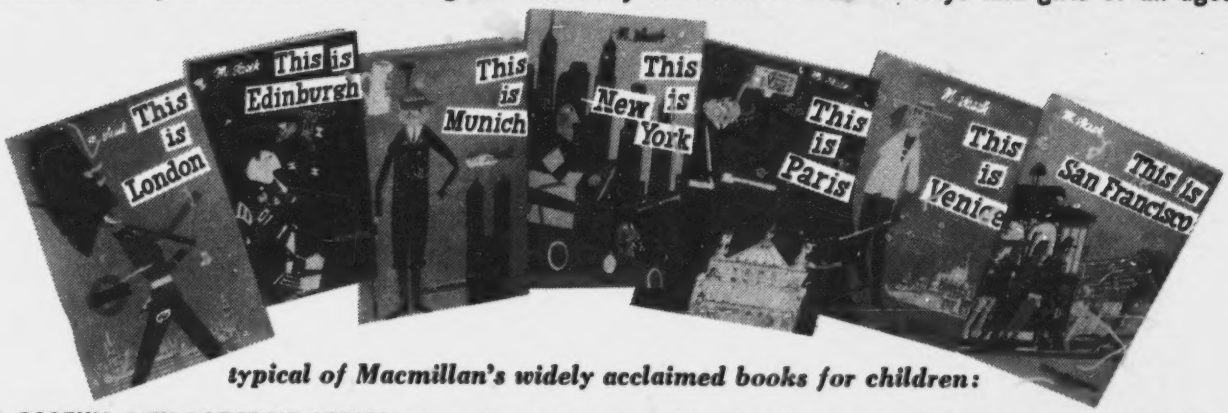

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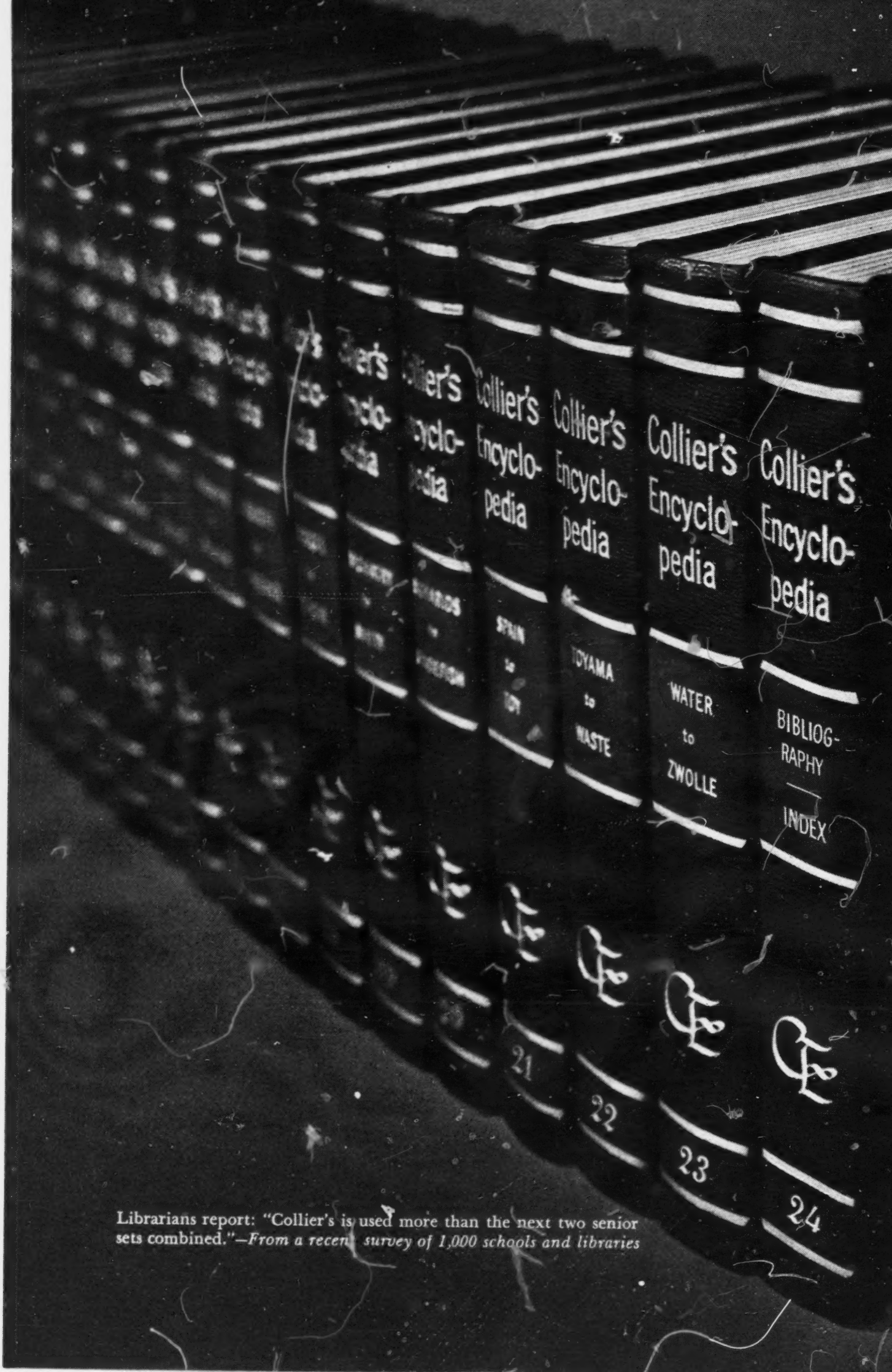

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Why a special issue on elementary school libraries?

by Elizabeth O. Williams

More than 10,000,000 children attend schools where there are no school libraries. Sixty-six per cent of the elementary schools of our nation do not have a school library. Even schools with centralized libraries have less than five books per pupil and many are without professionally trained librarians. These are startling statistics. Their impact serves to intensify our thinking about the importance of the library in the elementary school and the values to be gained from its use.

The elementary school library is a recent phenomenon in the educational pattern. Our expanding, changing world has brought about new and significant educational trends, one of the most significant being the need for independent study and research. Today's children will be participants in the space developments of the future. They must have the knowledge, understanding, and skills necessary to living in today's world as well as in the unpredictable world of tomorrow. The school library is the "learning laboratory" of the school. It provides materials for varying needs, interests, and abilities and encourages the student to pursue independent study at his own pace. It provides help for the slow reader and challenges the gifted. The librarian guides in the use of reference resources and tools.

According to *Standards for School Library Programs*, a recent ALA publication, "The true concept of a school library program means instruction, service, and activity throughout the school." The old concept of the elementary school library as a center for recreational reading is replaced by one representing a busy center of learning and activity as inquiring young minds eagerly seek in the library answers to the many questions stemming from their classroom study and discussion.

This issue of the *Bulletin* is designed to bring understanding of the elementary school library program and to focus attention on some new developments and future needs. One article considers the role of the library in the elementary school program from the point of view of the changing curriculum. Patterns of development of elementary school libraries, as they have evolved through the years, together with practical first steps in launching a program are presented in another article. An existing library program is described to interpret the place of the library in the modern school, as it contributes to new trends in the educational program and to the enrichment and growth of the individual student. Another article offers a rare opportunity to review some of the research on the evaluation of the elementary school library. And the special section includes an article on future trends and needs as the program is evaluated by the School Library Development Project.

●●●

• *Miss Williams is head supervisor, Library Section, Los Angeles City Schools. As past president of the American Association of School Librarians, she helped with the planning of this special issue.*

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Never before in the history of the United States has there been such widespread concern about education. Many people, expressing this concern on the platform or through the press, reveal that they have not considered it necessary to visit schools, confer with qualified school officials, or examine curriculum publications and practices as a basis for their opinions. Such critics usually have simple solutions to all the problems and urge immediate reorganization of the most complex basic institution of American society—the schools—without subjecting their hypotheses to scientific appraisal or experimental procedures.

Every professional educator knows that this attention to the schools is good. It may be disheartening and demand a time-consuming marshaling of materials to defend an individual school system against unjustified attack, but the attention is still good. The more extreme and bitter the invective, the more likely the well-balanced and restrained members of the community will be stimulated to seek the facts.

Schools can be improved. The most conscientious educators know this and have been telling their communities continually about ways to provide better education that have been tested thoroughly. Many communities have listened to their educational leaders, and tremendous progress has been made in the quantity and quality of educational opportunity provided for children and youth. However, because it is difficult to study education in the United States in the 1920's and in the 1960's simultaneously, seeing the changes that have occured, the critics do have some advantage.

The motivation of various critics is difficult to determine. Surely none wishes to destroy public confidence in this basic institution of American life. Progress never results from attacking or destroying a social institution which has contributed to the greatness of a country. To professional and lay persons who wish to bring about constructive changes in education, the mandate is clear. We will improve education as we improve the conditions under which education takes place. In every community socially minded citizens should look closely at their schools to see if the available facilities assure children a good education.

• *Miss Heffernan is chief, Bureau of Elementary Education, California State Department of Education.*

COMMUNITY EDUCATION PROBLEMS

The professional educator suggests certain questions on which the concerned community citizen might focus his attention:

1. What is the ratio of teachers to pupils? For how many children in a classroom can a teacher provide instruction, individual help, and guidance? Would the conditions for learning be improved if Dr. Arthur B. Conant's ratio of one teacher to twenty pupils were the goal toward which we were directing our efforts?

2. Are we able to attract and hold thor-

by Helen Heffernan

oughly qualified teachers in our schools? If not, why?

3. Are we providing adequate equipment, materials of instruction, and library facilities and services to implement the work of the teacher?

If a community seeks the facts in relation to these three interrelated problems, there is always something that can be done. In the face of mounting costs of education, the tendency has been to add a few more children each year to each class enrollment. It is now usual to find more than thirty-five children in a class. If a teacher could divide his time equally among this number of children, he would have about eight minutes for each child. Many children need individual help at strategic points in the learning process. Without it, they become discouraged, lose interest in learning, and eventually go to swell the number of dropouts. This is one thing we can do something about. We have the resources to provide for classes of a teachable size. Norway has a national law that prohibits the assignment of more than twenty-five pupils to a teacher.

Can we find or prepare enough trained professionals to teach the children of our country, teachers who have a sympathetic understanding of children, who are resourceful in the development of stimulating learning situations, who recognize individual differences and meet individual needs? We can. But, again, we must provide conditions which will contribute to rather than militate against a teacher's success. Class size enters into the picture, as do the length and quality of the teacher's professional education, community acceptance of the teacher as a professional person, and salaries sufficient to attract and hold those teachers who have achieved the highest qualifications.

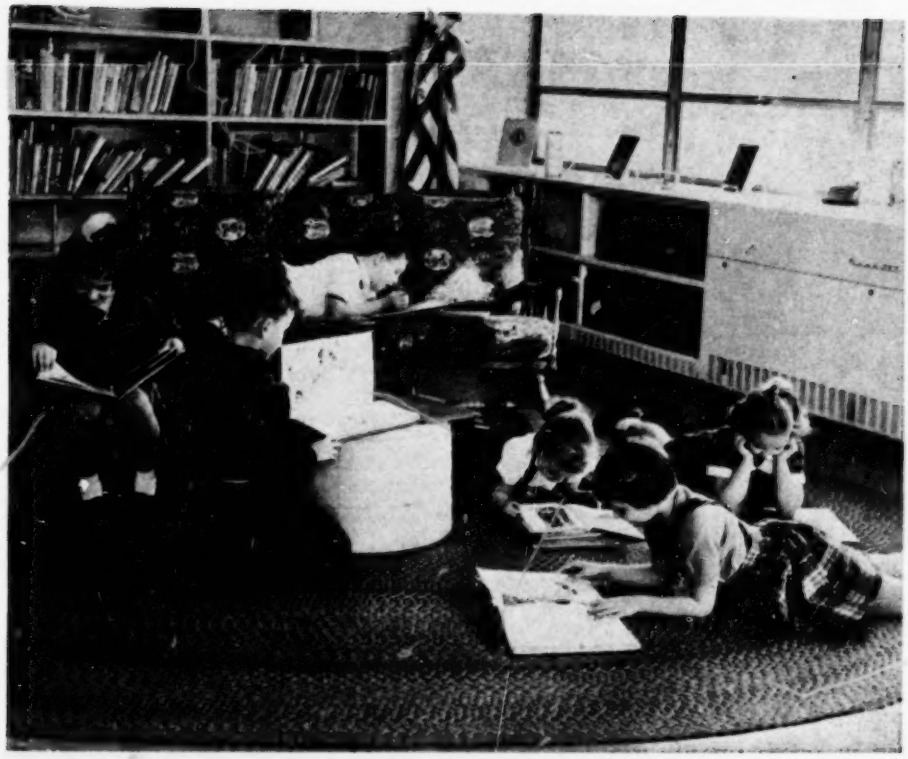
People who want better education can do something about the third question if they are really serious about their desire to improve the quality of education.

Persons concerned with the quality of education should look searchingly at the library resources of their community. Is the public library adequately supported? Does the children's room have a qualified librarian and a steadily renewed literary fare to tempt the appetite of the young? All education does not go on in home or school. The service provided by a modern, well-equipped library to children makes a substantial contribution to their present education and to their lifelong search for knowledge and its discovery in books. In visiting a school, the writer frequently asks how many of the children have a card at the public library. The response of the children is the best possible evaluation of the quality of library service the community has provided for its children.

ELEMENTARY SCHOOL LIBRARY PURPOSE

Important as the service to children of an effective public library is, its function is not the same as that of a library in an elementary school. The elementary school library augments the experience the curriculum provides. The interest and skill of pupils in reading are extended through opportunities for wider reading than textbooks provide. The library expands children's growing interest in literature under the guidance of a person trained in the content and methods of challenging children's interests.

An effective social studies program is dependent upon the availability of a well-stocked library for a research center. Exploration of



Library of Vahr Elementary School, a new building in Gary, Indiana. It is apparent that the book collection is not yet complete; the library is planned to serve eventually as an instructional materials center for the school.

any broad curriculum unit in social studies requires access to a carefully selected and classified picture file, current children's and adults' newspapers and magazines, suitable factual books, books of related fiction, atlases, encyclopedias, and geographical dictionaries. Any attempt to carry on a vital social studies program without school library facilities available will result in disappointment and frustration on the parts of children and teachers and feelings on the part of parents that the program is inadequate.

Although leaders in the field of elementary school science insist that the emphasis must be on scientific principles and structure, many children turn eagerly to the books qualified scientists have written about each of the science disciplines for a children's audience. The acquisition of science books by elementary schools has been accelerated greatly by the National Defense Education Act, which permits the purchase of books for children as part of the science projects of individual school districts.

Nothing less than a library collection of authentic, carefully chosen science books will meet the need of the inquiring minds of children whose questions range from astronomy to paleontology, from zoology to space exploration. There is no substitute for a large, growing collection, carefully updated, if science programs in elementary schools are to prepare children to live as competent people in an age of science.

Every field in the elementary school curriculum is served by the elementary school library. The bulletin board may contain material on nutrition, with a collection of books designed to further a child's interest in the relation of nutrition to physical fitness and health. Pictures of children in other groups playing different games lead children to a collection of books in which games and sports of other lands have been marked.

The students have returned to their room with the books they have checked out, and still more books are displayed on the table. The large mural is a student project.

Children with special interests in art and music will find that the library caters to their needs. Reproductions of masterpieces are in the picture file. Stories of operas, biographies of artists and musicians, books about ballet—all are available. Listening posts are provided in many elementary school libraries so children can explore the world of music without disturbing others. In products of the bookmaker's art, children interested in illustrations will find the work of our finest artists.

CHILDREN'S LIBRARY EDUCATION

If children are to make creditable progress in their subsequent education, they must learn early how to use such library tools as card catalogs, encyclopedias, atlases, and almanacs. Independent use of library resources is a skill which must be learned. In a school with a central library, children should be taught to care for books, to check out books, to read catalog cards, to use the table of contents and index, to understand a library classification system, to use atlases, encyclopedias, reference guides, dictionaries, and yearbooks. Without such training and experience, a child can be handicapped in tackling difficult tasks during his subsequent education.

But a collection of books in a room does not constitute a library. To be effective, the library must be staffed by a person qualified primarily to work with children and their teachers and secondarily with books. The curriculum demands upon the elementary teacher are stupendous. The classroom teacher is greatly in need of support from the school librarian in selecting materials to implement new programs of individualized reading, finding the right books for thirty different burning interests in science, and collecting the necessary materials to launch a new study of a subject currently in the news. The best help that could be developed for elementary school teachers faced with increasingly imperative demands would be a well-stocked, well-staffed elementary school library. The supporting role of a librarian is valued by competent teachers.

The writer would join the critics in urging improvement of the quality of education, but some of the panaceas offered to achieve this end should be questioned. Providing a good school library may not be as exciting as "getting tough with the kids" or pushing geometry down into the kindergarten, but no one who has taken the trouble to go and see children at work in an elementary school library will doubt its effectiveness in helping education move forward. •••

Part of the job of the elementary school librarian is to teach children how to use the library and its tools. This Indiana librarian is explaining the use of the unabridged dictionary to several students.

An elementary school can't always begin with an adequate library. This article tells how to—

Start from scratch

Patterns in Elementary School Library Development

by Mildred P. Frary

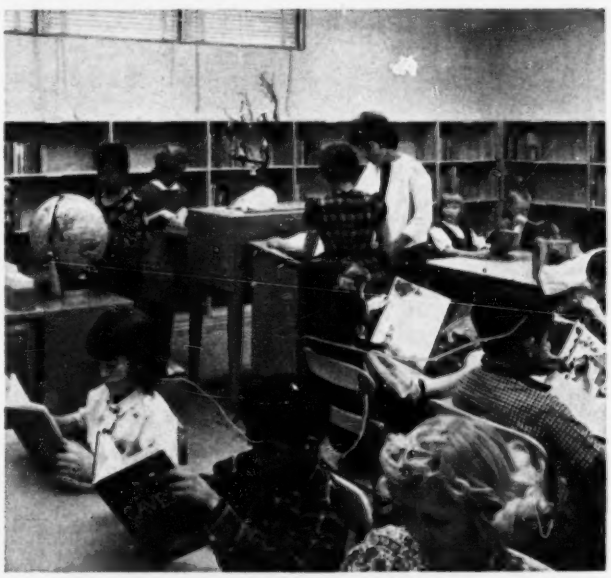
The publication of *Standards for School Library Programs* has given direction and support to the establishment of elementary school libraries. Development has been promoted further by a new awareness that an elementary school can begin with what it has in staff, housing, books, and equipment—and move ahead. The typical elementary school was built before administrators recognized the need of a library. The hands that hold the school budget not only have had to grope for square footage in a new plant, they have had to squeeze libraries into already functioning and crowded schools.

Problems were inevitable, and many administrators—rendered immobile by the mistaken idea that you can't do anything unless you start with standard buildings, equipment, and librarians—did nothing at all. Superintendents, principals, and librarians who were willing to move ahead tended to remain quiet unless they had model libraries. Thus an elementary school might have books without a library room, a room for a library with no librarians, or some other combination of assorted library necessities that seemed to fall short of the requirements. In this situation it was even difficult to get statistical information, because schools were unable to describe their services in professional library terminology.

Now, with the new standards providing guidelines for administrative planning, research proving that it is educationally and economically sound to start a program under other than model conditions, and universal support encouraging those who must pull a scrambled service together, elementary libraries are out of the proverbial woods of tagging along at the end of good school planning.

Varied patterns of development have appeared for many reasons. Attitudes of school administrators and the public have been involved. Budgets, limited or expansive, have

Although this elementary school library is new, as the half-full shelves indicate, it is at least a beginning of satisfactory service for the children of El Dorado, California, Elementary School.



• *Mrs. Frary is supervisor of elementary school libraries, Los Angeles City Schools. She assisted Miss Williams in assembling the articles and pictures for this special section.*

controlled situations. Not the least of the pertinent factors is the great number of elementary schools. In many districts, the ratio may be four elementary schools to one secondary school. Providing buildings and personnel in this ratio is obviously difficult. Books, allotted on an enrollment budget unit, are a tangible if difficult problem, but the expensive intangibles of organizing and distributing the books, and of guiding children to the right books, have puzzled administrators.

The first step in the right direction is the recognition by school administrators that something needs to be done. School and community groups are now investigating their districts' book resources and library programs in order to make recommendations based on the standards. These groups soon see that there can't be much progress without a librarian. The overall organization of book selection, preparation, and circulation is the function of a school librarian, who is also a curriculum specialist.

California made an attempt to establish this leadership by law during the last legislative year in a bill which would have required a professional librarian on the staff of each of the state's 1840 school districts. But the bill was defeated in committee.

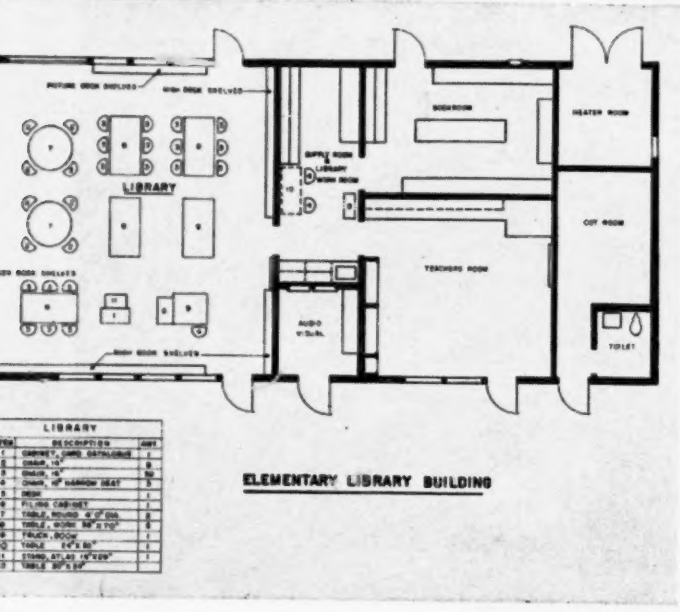
Part of the growing pains of elementary school libraries has been the lack of definite school board policy. Long-range planning for elementary school library development must include all divisions of a school system—administration, housing, supplies, equipment, and curriculum. Districts which have a firm, fully stated policy avoid numerous problems evolving from poor communication.

In 1960, the Los Angeles City Schools found that such a policy was needed. A library, based on a standard plan, had been part of the building standards for new plants since 1952. The explosion in postwar building had established libraries literally by the dozens, but most of the district's 425 elementary schools were faced with a variety of problems which the school would have to solve to meet the new national standards. Over one hundred schools had central libraries and classroom collections loaned from the district's central collection. A number of schools had book collections dating back many years purchased from student body or P.T.A. funds. Catalogs for these collections consisted of author and title cards or shelf lists only. One library was student-body owned, administered by the public library on school property, and staffed by parents.

Besides these existing libraries which needed standardization, a survey showed that several schools had rooms available which could be converted into libraries. The survey also showed that a staggering number were still on double session and had no room to spare, while a mobile population seemed to shift with each economic advance or setback in the district's 425 square miles, threatening to fill up the schools where it was thought housing would be available.

Standards had been set for new schools. Floor plans, equipment, suppplies, and book collections had been standardized. An already established catalog department fully cataloged the collections that went to each new elementary school library.

Housing. Old, crowded schools will prevent library development unless the school district includes libraries in its program for rehabilitation and reconstruction of buildings. These are long-range plans based on estimated enrollment, population shifts, and the age and condition of buildings. The housing branch of each school district should have copies of



This standard plan for a library wing in new elementary schools is prepared by the Los Angeles City Board of Education Library Section and revised every three years.

Standards for School Library Programs and specifications for converting one or more classrooms into a library. Librarians and construction engineers must work together on specifications and room selection. Librarians know when a room has adequate wall space for shelving. Engineers know when a partition cannot be removed because it is holding up a wall or disguising a chimney.

Reconstruction for libraries can be included in school bond issues. Many parents will be eager to vote for school bonds if it means a library for their children. Remodeling ideas are presented in the American Library Association filmstrip, *Remodeling the Elementary School Library*, prepared by the Committee on Planning School Library Quarters of the Library Administration Division.

Shelving. Librarians know that there is no shortcut to good library shelving. It is one of the items that will remain with the library, probably as long as the building stands. It is expensive and should be purchased from a reputable manufacturer of standard library equipment. The specifications for standard shelving can be found in the standards document; any proposal for shop or mill built shelving should be checked carefully against them. Avoid at all costs shelving or equipment built by well-meaning fathers in the school. A number of elementary schools have attempted to save on shelving and have emerged with sagging, immovable, and even dangerous shelves.

Equipment. There are other items of equipment to which there is no cost shortcut. There is no substitute for a well-constructed card catalog case or book truck. The number of firms building library equipment has increased with the spread of elementary libraries. Some of it has been designed quickly and librarians need to take a second look at a sample to make sure that it is going to stand up under the onslaught of children and that small hands can manage it easily and safely.

Some vital equipment is not available commercially in a "child-size" model. To date, a small, adequate charging desk cannot be found. There isn't an atlas stand built at a child's height. A few districts have their own shops and people who can design such equipment to specification. Until there is a greater market for charging desks and atlas stands for children, the cost of a commercial product probably would be high. A sharing of plans and specifications by school districts would be helpful. Chairs and tables vary in elementary libraries according to what a school can pay. Schools can easily provide classroom seating and 3′ × 5′ or 3′ × 6′ tables that are regular school equipment bought in large quantities at minimum cost. They are not as handsome as specially designed library tables and chairs but these are two items where a compromise can be made.

Book collections. A prerequisite to establishing a new library is the development of a basic list of books for that library or for the district. With national lists as aids and district needs as deciding factors, the district school library director can guide the development of one or

Because it is difficult to purchase library equipment scaled to a child's size, the Los Angeles City Schools have designed and built their own equipment. This dictionary-atlas stand is an example.

more lists for the use of school librarians.

Los Angeles now has four lists planned for schools whose students are 1) average and above reading level, 2) average and below reading level, 3) physically handicapped, and 4) deaf. Basic lists also serve as a guide to weeding and building existing collections. Districts planning to distribute a large, central teachers' collection in order to make up separate library collections for each school, or which have depended on permanent classroom collections and now have to bring them together to form a library in each school, will find that purchase of new books is necessary to form a well-rounded collection. Collections transferred from public library administration or P.T.A. administration should be evaluated carefully. Additions representing current courses of study may be necessary.

Technical processes. Where districts have established a central office for supervision and for centralized technical services, the difficulties of preparing a collection for use in the school are eased. In this age of machines, it is easier to catalog and process ten libraries than one.

The creation of many new libraries at one time in one school district gives rise to a mass of work with which a regular staff is unable to cope. Provision of catalog cards by commercial firms and the commercial processing of new and established collections will aid schools where volume is too great for the size of the staff or where the staff is not yet fully trained. When the work of these companies is directed by professional catalogers, the results are satisfactory.

Personnel. The need for librarians at the elementary school level is mounting. The U.S. Office of Education reports a national average of one librarian to every 4261 children!

In many areas, elementary school libraries have existed on volunteer or teacher help. In some instances, where the P.T.A. has purchased the library and developed it, volunteer help still administers services which should be controlled by a librarian. The National Congress of Parents and Teachers defines the role of its members as providing service for "initiation and implementation" of a demonstration library. Only in the absence of policy to the contrary or revenue should the Parent-Teacher Association establish a library. When this is done, however, arrangements should be made to transfer the library to the jurisdiction of the school board as soon as possible.

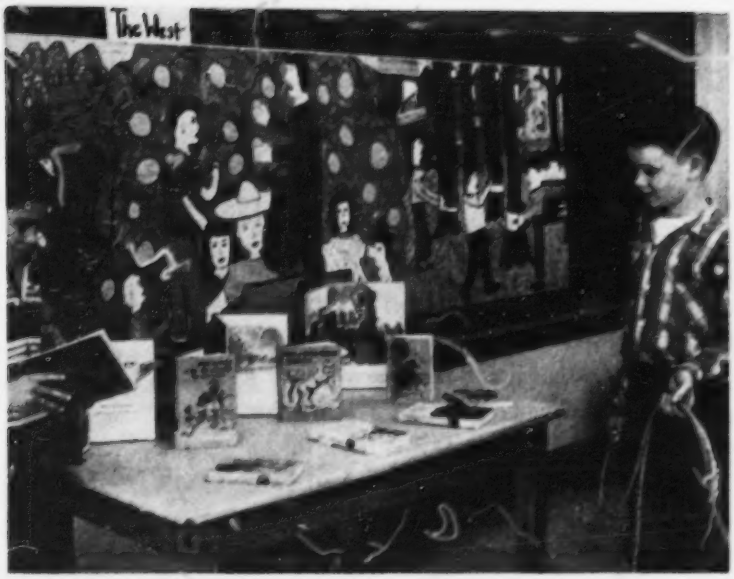
Library education. Teachers with a minimum of training are guiding libraries where qualified librarians are not available. Some serve full-time, some part-time, and some teach a full day in addition. These teachers are already of high professional caliber, and many would take full library training if a library school, time, or funds were available.

The training of teacher personnel usually consists of regular library school courses or district in-service education. Some of our states do not have library schools, and summer classes in literature may be all that is offered. The involvement of more and more teachers in the library program has served to spread interest and has been a recruiting aid. New recruiting or training methods may have to be developed to increase the number of elementary school librarians without lowering standards. Library schools may have to accept talented women over 35 whose children are now in school and who would like to resume a professional career.

Large districts, if suddenly granted elementary librarians for each school, would have to depend upon recruitment, from their own ranks, of teachers willing to work towards professional library standing while on the job. This may mean special classes at convenient times, possibly subsidized in some way, and training en masse, especially if states follow the Pennsylvania pattern and require, as the standards recommend, one librarian for every 400 children.

An awareness of these patterns and their related problems has been aroused by study of the new standards and a burst of interest all over the country. It has been recognized that elementary school libraries are not miniature models of secondary school libraries or of children's departments in public libraries. Problems of staffing, housing, and providing books and other library materials may have to be solved in new and different ways.

Elementary schools are urged to start with what they have, develop long-range plans, involve everybody, and move ahead. •••

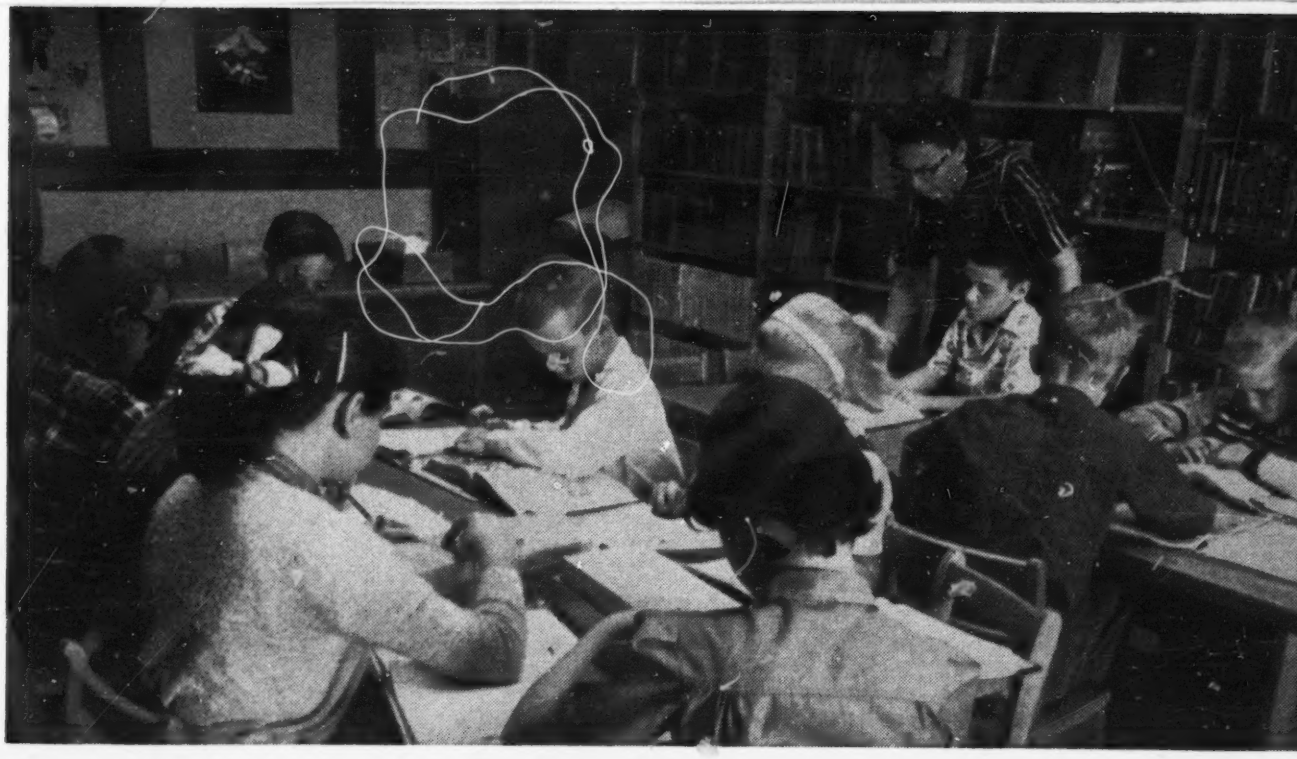


A book can serve as the springboard for many activities. Above left are the mural and display resulting from a social studies unit on the West. Above right, a science class put a note in an inflated plastic bag and sent it aloft. Later they heard from a boy in another state, who had found the bag and answered their letter. Left, a scene from *Henry Reed, Inc.*, an experience in creative dramatics, based on the reading of the students involved.

Wichita's elementary school libraries

Without books, the students participating in this science fair would not have been able to prepare the excellent exhibits shown. This terrarium is an example of the information obtained by students from science books available.

The cleverly made prehistoric creature shown emerging from his egg is a project created and developed by a class who read his biography, *The Enormous Egg*.



The photographs on these two pages were taken in the elementary school libraries of Wichita, Kansas. In 1949, when Crystal McNally came to Wichita as coordinator of elementary school libraries, the 17,543 boys and girls in the 38 elementary schools were served by the public library. She immediately launched a central library program in each of the schools. She began with a minimum staff and a budget of 25 cents per pupil. This amount grew to 50 cents the next year, 75 cents the next, a dollar the next, and $1.57 the next. By 1956 the budget had passed two dollars per pupil, and it has ranged above that figure ever since. Meanwhile, the number of elementary schools had increased to 68 in 1956 and to 81 in 1961; the number of pupils to 31,968 in 1956 and 34,295 in 1959. Since 1955, the bonds voted for new buildings have included funds for a basic book collection. In 1962 the amounts were increased from $4,876 to $11,922 per school.

Statistics like these are meaningless in themselves, but they indicate an active and aggressive library program which has the full support of the school administration. At the same time they show how the population explosion has taxed the resources of school and municipal authorities in a typical Midwestern city.

It is obvious from the photographs that the schools offer a full range of library services. New services are being added as new needs arise. The photograph at bottom, left, for instance, was taken in Broadside Elementary School last summer, when for the first time a full-time librarian was employed in each summer school center. In addition, library service was provided in five schools on an experimental basis. Usage was beyond all expectations, and this service will be expanded in 1962.

An orientation-week workshop for librarians has been a part of the opening-of-school plans from the beginning in 1949. For the summer of 1962, a workshop for librarians, principals, and audio-visual building coordinators is being organized around the theme, The Library as an Instructional Materials Center.

Trends in developing elementary school libraries

by Mary Frances Kennon

There is a nationwide boom in elementary school libraries. The evidence comes from many sources: state conferences on elementary school libraries for school principals and instructional supervisors; revision of state standards for accreditation of elementary schools; an increase in the number of elementary school librarians; requests for consultant help from principals and superintendents; the concern of parents and of citizens' groups.

Undoubtedly many factors are promoting elementary school library development. *Standards for School Library Programs,* published in 1960, has brought about new appreciation of the importance of elementary school libraries, and is leading to the upgrading of state standards for elementary school libraries. *Statistics of Public School Libraries, 1958-59,* by Mary Helen Mahar of the Library Services Branch, U.S. Office of Education, pointed up the need by revealing that almost two-thirds of the nation's elementary schools lacked centralized elementary school libraries. National Library Week's emphasis on school library development has increased public understanding and support. Growth in state and local school library supervisory programs means more encouragement and consultant help to local school systems. The leadership of state and local school library associations and citizens' groups has sparked local efforts. The influence of the Council of Chief State School Officers' new policy statement on *Responsibilities of State Departments of Education for School Library Services* is already being felt.

One exciting result is that school library development apparently is causing a chain reaction. Schools which develop good school library programs influence their neighbors to follow their example. Methods used by groups in one state suggest ideas to groups in other states.

The School Library Development Project staff has been in close touch with groups across the country. Forty-eight applications for grant funds were received by the deadline of June 1, 1961, detailing state plans for ways to improve school libraries. We are working with the leaders of the twenty-one grant projects approved by the project. All involve elementary school library development, and several concentrate in this area. By the end of the year, we had visited twenty-three states and corresponded with leaders in many others.

An analysis of the work being done by state and local groups to establish, improve, and extend elementary school library programs suggests that successful efforts have several common elements. At least four can be identified:

- Focus on the program of services provided by the elementary school library.
- Emphasis on cooperative action.
- Use of surveys and evaluation of existing

• *Miss Kennon is director of the School Library Development Project of the AASL.*

programs to identify needs and goals.

- Long-range planning of steps necessary to obtain good elementary school library programs.

FOCUS ON PROGRAM

Leaders of successful efforts to develop elementary school libraries have recognized the need to interpret the school library: what it is, what services it offers pupils and teachers, why it is essential for quality education. Understanding the role of the elementary school library in the instructional program prompts administrators, supervisors, teachers, and parents to demand good school libraries. Requests for staff, budget, materials, and quarters—unless translated into the services the libraries can provide—may leave them unmoved. Several methods are used by groups focusing on the *program* of the elementary school library.

- In 1960, Washington, D.C., had more than 100 elementary schools and *no* elementary school librarians. The Action Committee for D.C. School Libraries decided that demonstration situations must be provided to show the values of elementary school libraries and to guide other schools in establishing them. An anonymous donor provided funds to staff and equip two pilot elementary school libraries. Similar demonstration programs have been established in several geographic areas of Indiana.
- The Michigan Association of School Librarians is holding joint conferences as well as conducting a direct-mail campaign to interpret school library service to school administrators and give them suggestions for developing and improving their libraries. The Georgia, Indiana, and Iowa SLDP grant projects featured leadership conferences to inform educational and civic leaders and enlist their help.
- Delaware, Illinois, and Kansas groups are organizing Speakers' Bureaus to reach educational and civic groups.

COOPERATIVE ACTION

Another fundamental of successful programs of elementary school library development is cooperative action. School librarians cannot afford to work alone. There are too many advantages in joint action. Some problems must be solved on a system-wide or a statewide basis. Furthermore, all persons concerned with providing quality education have a stake in school library development and a potential contribution to make: administrators, teachers, school board members, parents and other citizens, as well as public and college librarians. Many examples point to the success of cooperative efforts.

- In Groton, Connecticut, Mrs. Betty Fast, chairman of an elementary school P.T.A. committee which had set up a central library (one of only two in the eleven elementary schools), became convinced that system-wide action was necessary for development of adequate school libraries. She asked the superintendent to appoint an advisory committee representing administrators, teachers, school and public librarians, school board members, and parents. The committee surveyed existing services, developed a long-range plan for providing adequate services, and started action. Within a year the first steps were achieved when positions were established for two junior high school librarians, a clerical assistant for the high school library, and an elementary school library consultant.
- In Arkansas, elementary school principals were invited to attend the state meeting of the school librarians' association. This meeting prompted the principals' association to sponsor six regional workshops on elementary school libraries in the spring of 1961. As a result, many new elementary school libraries are being organized this year.
- South Carolina has issued new state standards which boost requirements for elementary school libraries. In October 1961, the state department of education, assisted by SLDP grant funds, held a state conference for instructional supervisors to plan ways of implementing the new standards.
- In the tri-state area of Maine, New Hampshire, and Vermont, school library leaders will meet with local school superintendents from the three states to explore possibilities for organizing multi-district school library centers. These would offer consultant help and supplementary materials to small schools and small school districts.

SURVEYS AND EVALUATION

Surveys and evaluation of existing school library programs and resources have launched many successful efforts to improve elementary school libraries. In some cases, they have had "shock" value in pointing up the dearth of services. In all cases, they have enabled leaders to identify needs and to plan action steps to meet these needs. Such surveys are valuable, too, in helping those who participate to recognize the potentials of school library programs.

- Statewide surveys of school library programs have been completed recently or are underway currently in a number of states, including Alaska, Arizona, California, Colorado, Delaware, Florida, Hawaii, Indiana, Kansas, Maine, Nebraska, Nevada, New Hampshire, New Mexico, North Carolina, North Dakota, Ohio, Oregon, Washington, West Virginia, Wisconsin, and Wyoming.
- In 1959, the Newark, Delaware, chapter of the American Association of University Women offered its services to the local school superintendent and school board in conducting an extensive study of local school library services and developing recommendations for improvements. A follow-up study made the next year pointed up major improvements in elementary and secondary school libraries, as well as the areas in which needs were still unmet. An annual review of progress and needs will be made by the AAUW.
- In Minneapolis, the Citizens Committee on Public Education conducted a community-wide survey of elementary school libraries which created widespread support for elementary school library development.
- The findings of West Virginia's state survey of school libraries have been reported to librarians, educators, and citizens throughout the state. School library needs are being emphasized in the goals of the West Virginia Library Association, and the state department of education has requested funds to employ a state school library supervisor.

LONG-RANGE PLANNING

Good elementary school library programs don't develop overnight. They are dependent upon five supporting factors: budget, personnel, materials collections, quarters and equipment, and program planning by the school faculty. Developing adequate programs is a step-by-step process. Successful efforts are guided by long-range plans, which identify goals to be achieved within a definite period of time (usually three to five years), outline steps which will lead to these goals, and set priorities for action.

- A system-wide approach characterizes many successful plans for elementary school library development. In school systems which include several elementary schools not served by school librarians, a logical first step toward adequate library programs is the employment of a school library supervisor to work with all schools. The next steps include providing central library quarters and developing a system of centralized processing and cataloging for school library materials. Addition of elementary school librarians, at first on a multi-school basis, should follow as soon as funds can be obtained. Plans such as this are guiding elementary school library development in Lexington, Kentucky, Groton, Connecticut, and Washington, D.C., among other places.
- The SLDP grant project in Illinois is developing detailed plans and budget estimates for a multi-district materials center to make consultant service, centralized processing, and supplementary materials available to individual school libraries in the Champaign, Urbana, and University of Illinois laboratory schools.

The examples described above are representative of the work being done by state and local groups across the country. They characterize the ways of working which are common to successful efforts. Good elementary school library programs can be developed when attention is focused on the importance of the library in the educational process; when responsibilities for action are shared by librarians, educators, and citizens; when existing library resources are studied as a basis for determining needs and goals; and when long-range plans are formulated to guide and direct action. •••

An individualized reading program in an elementary school library

by Jo E. Dewar

A few years ago, a centralized library in an elementary school was a sometime thing, its very existence a mark of distinction in a school. Today, happily, libraries at the elementary level are recognized as essential to a good foundation in education, and increasingly are demanded and expected as a standard in every school. There seems to be no question in the minds of parents, administrators, and teachers that access to a library in the early years makes an enormous difference in a child's learning opportunities. This upsurge of interest in libraries for the youngest has brought about a heartening increase in their growth and development.

A wave of new media and materials has also swept the school librarian into a challenging era. Today's school library is a beehive of activity. A librarian can no longer be considered merely a dispenser of books and a teller of stories. He must explore new methods of operation and exhaust every resource at his command in order to make library experiences meaningful and fruitful. Even with the limited personnel and facilities that still exist, we want the best possible results from what we now have.

At this stage, it seems incumbent upon librarians to take stock of current practices and procedures and to develop a philosophy of library operation in keeping with the modern library's potential. Today's librarian is confronted with many opinions regarding what is best, and many, armed with eagerness and enthusiasm, are experimenting to find the most effective methods of operation.

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LAUDERDALE MANORS SCHOOL

A philosophy of individual growth in learning, tastes, and skills is the basis for the library program described in this article. This concept is not significantly new or original, however. More significantly, the philosophy of the library is in harmony with the philosophy of the school which it serves.

Lauderdale Manors, an elementary school of just over 1000 enrollment, is a pilot school which has done outstanding experimental work on individualized learning and has developed the Continuous Progress Plan. This plan, begun five years ago, was designed through the cooperative study and work of the entire staff as a means of achieving one objective: "that an opportunity be afforded every child for growth at his own rate and development to his fullest capacity."

Basically, the plan eliminates grade lines in the primary years, in both organization and curriculum, and provides an opportunity for the child to establish his own pattern of growth. Instead, a child passes through eight "levels" of learning in order to reach fourth grade. These levels have no grade barriers requiring every child to arrive at a certain place in June. According to the principal of this school and prime motivator of the plan, Mrs. Edna Jacobs, "The child is guided so that he is not pushed along prematurely nor held back when ready to advance. We try to see that every child is a happy learner."

Much reading and other curriculum enrichment is given in addition to the basic, directed reading work at all "levels." If a child is capable and ready for advanced work, he is encouraged to proceed to it.

AT THE HEART, THE LIBRARY

Naturally, a library that is well-stocked and accessible at all times is an all-important part of this type of learning. In developing our plan of library operation, faculty, librarian, and principal, realizing that the library indeed formed the heart of learning for the Continuous Progress Plan for teachers and students alike, conferred and studied ways of effective library use. We tried to evaluate established procedures in other elementary school libraries, at the same time looking for better ways to achieve library service for every child.

We considered what the word "library" must come to mean to a young child who, perhaps, is being exposed to a library for the first time. Since other library facilities are not available in this community, lifelong habits and attitudes toward libraries are formed here in the earliest years of school life. Young readers are born. Young information hunters are introduced to research methods and library skills.

Preconceived ideas of the traditional, stereotyped elementary school library were considered. Some teachers were accustomed to the idea that a library visit, like a field trip, can be scheduled in advance, accomplished, and forgotten until time for the next visit. We were aware, too, of the librarians and teachers who, perhaps overzealous to see that all children check out a library book regularly, set up a tight schedule of library visits for every classroom. Tommy then goes to the library on Monday morning at ten o'clock because, whether he wants a book or has finished his last one, it is time for him to be herded inside the library door with his classmates for a "library period." Left to browse for a book, he may select intelligently or he may be indifferent and disinterested, depending on his library experience or his inclination at the moment. But the chances of his getting help, encouragement, or suggestions from the librarian are diminished by the fact that—typically—thirty students must be served in a half hour period—scarcely a minute per student. Personalized instruction in library skills and guidance in reading can at best be only spotty and general in this situation.

THE OPEN SCHEDULE

Aware of the disadvantages of other plans, we agreed on the concept of a free, "open" schedule of library operation. Under this plan, no entire class is scheduled for regular library periods. The exceptions are a Story Hour for first-year children and a library orientation program at the beginning of each year for all classes. Thereafter, the library is open and available throughout the school day to every child who has a reason for coming. It was decided at the outset that students would visit the library individually or in small groups only, whether to check out a book or to work on research or projects.

Many activities go on simultaneously in our library. A primary group may be selecting books from the beginner shelf. A sixth-grade committee may be in the reference corner, working on plans for a solar stove. A teacher may be checking our filmstrip collection for material on South American Indians. These patrons all can be satisfied without interrupting a prearranged schedule.

The "open schedule" idea is certainly not a new one. It is practiced widely at other educational levels, yet it still causes wide-eyed wonder from many elementary school librarians accustomed to the "whole class" routine. "How can you be sure you service the whole school?" they ask. We believe more, rather than less, service is provided this way.

Rather than having a whole class take over the library for a period when they are doing a unit on Japan, the library goes to the classroom. Book collections, magazine articles, filmstrips, picture and pamphlet material, records, and realia, such as dolls and articles of clothing which we have for display purposes, can be sent to the classroom where they may be used under the teacher's supervision, leaving the library free for others. Or, if a teacher prefers students to seek out their own material, he alerts the librarian about subject fields and sends students in small groups over a longer period.

The library resources are thus available to a single class group at any time without excluding those from the school's thirty-five other classrooms because of lack of space, and the services of the librarian are available on the spot throughout the day. Day-by-day instruction can be given to children in using the card catalog and locating material in encyclopedias

and information files. Personal attention can be given to the problems of reluctant readers or to the highly specialized requirements of advanced students. And Johnny Jones from the fourth grade, who has just finished reading *King of the Wind* and wants another "neat" horse story, doesn't have to wait until next "library day" to satisfy his wishes.

Motivation for individual research is not a problem. Participation is so heavy that library hours are extended to include before-school and after-school periods, accommodating children who want to spend more time than their schedules during the school day allow. They come to work independently, to browse for a book at leisure, or to pursue an individual interest.

Circulation figures for books alone range from 200 to as high as 500 books per day, with an average of around 250. This does not include the extensive use of reference materials, magazines, vertical file materials, recordings, and filmstrips, which we do not tabulate. In a population of 1000, this amounts to considerably more than one book per child per week of individual reading.

ATTRACTIVE AND ACCESSIBLE

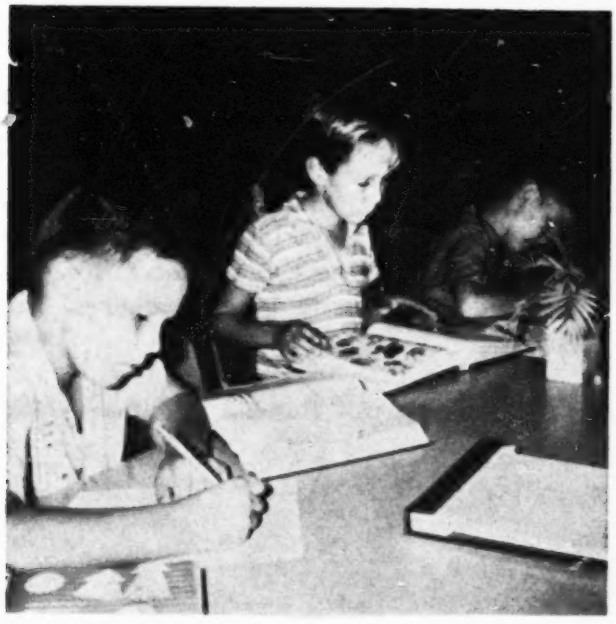
The library's drawing power is enhanced, we believe, by its physical quarters. It is easily accessible from classrooms in its own centrally located wing, just off the main traffic breezeway. It is attractive and comfortably furnished, with a small lounge grouping just inside the entrance, where newspaper and magazine racks form a browsing area. Potted plants on every table and draperies at large windows also contribute to the homelike atmosphere. Books with colorful covers, lining the walls, add warmth to what might have been a large "institutional" room. Counter-height shelving extending into the main floor space breaks the reading room into interest-centered areas.

The focal point for children and visitors alike is the 30-foot mural painted along the high wall above the bookcases at one end of the reading room, depicting a panoramic story-land peopled with characters from children's literature. Aside from its decorative attributes, a marked increase in reading the "classics" was noted by both teachers and library staff after the mural was painted by a local artist two years ago. The children's curiosity is stirred, and often they vie to see how many characters they can identify from books they have read.

Physical features and convenience of arrangement alone do not account for the popularity of the school library. We feel our greatest asset is the cooperation of an alert and interested teaching staff who are quick to realize that new materials not yet in textbooks are available in the library, stimulating their students accordingly. Teachers receive monthly listings of new books and materials, and a faculty committee advises the librarian on materials needed. The library makes bulletin board displays on subjects being studied in the classroom. Teachers in turn frequently share classroom art projects by displaying them in the library's showcase.

The library functions as a materials center, handling both printed and audio-visual materials. Equipment is housed centrally, and its daily use scheduled in the library. In addition to the recordings, filmstrips, science equipment, tape recordings, charts, maps, and pro-

Left: Students use reference books independently. Of course, help is available when they need it. Right: Scouting for the right book—third and fourth year students know how to get help from the card catalog.



fessional reference material available, the library also maintains a current file of audio-visual materials available from the County Materials Center, through a daily delivery system, and a community resource file, which teachers use in planning field trips, lectures, and demonstrations available to the school.

STAFF

The mechanics of administering such a comprehensive library program presented an almost overwhelming task from the point of view of personnel at the outset. Regular staff is limited to one full-time librarian and one-part-time clerical assistant. We readily discovered, however, that enthusiastic mothers from a P.T.A. Library Committee make willing and capable library helpers. Over a period of five years, a corps of twelve volunteer assistants, trained by the librarian, has lightened the workload immeasurably by contributing regular help one-half day each per week in the library workroom. Technical processing of new books, filing, mending, overdue notices, newspaper and magazine clipping, and mechanical routines accomplished in this manner have released the librarian from time-consuming nonprofessional jobs. Several of these mothers have stayed on and now form a well-trained and dependable staff doing previously assigned tasks regularly with a minimum of supervision. Their public relations value to the school and to the library is considerable. They are boosters as well as workers. Our annual Book Fair, sponsored by the P.T.A. Library Committee during Children's Book Week, is an event which attracts hundreds of buyers, both children and parents, demonstrating an interest in reading and a desire to own books which we believe we have helped to foster.

Thirty-five student assistants from fifth and sixth grades are selected upon their teachers' recommendations. They contribute to the smooth operation of the library while benefiting from specialized training in library procedures. Training classes are held regularly after school hours at the beginning of each year, using our own Student Assistant's Handbook as a guide, and staff meetings continue throughout the year. Students earn badges which they wear during library duty (one hour per week per student) and receive performance awards for a year's service as assistants. Most complete two years as library assistants, and move on to junior high school, where they are prepared to continue as student assistants or to use their training to personal advantage.

FACULTY LIBRARY COMMITTEE

A faculty library committee, made up of six teachers from different academic levels functions in an advisory capacity to the librarian in policy-making and channels requests and recommendations for books and other library materials to be ordered. They assist in special projects, such as school-wide Book Week and National Library Week activities. During the preschool planning period for teachers each year, they also sponsor an audio-visual training session for teachers where instruction is given in the use of movie projectors, filmstrip projectors, tape recorders, opaque projectors, and other equipment. Since our teachers operate these machines themselves, this is a boon to new and inexperienced operators as well as a stimulus to further use of these important materials by everyone.

Without such wholehearted cooperation, enthusiasm, and assistance from all these sources, such a comprehensive program would not be possible. Mountains of detail must be attended to regularly. These, attempted singlehandedly, could bog down the most valiant soul. In sharing our responsibilities, we reap increased benefits from what we have, and more direct service to every child is made possible.

Our experiment with "freedom plus guidance" has the earmarks of success, at least. Inevitably, intangible results must be judged empirically. From what we see, we can say that the library is an integral part of every child's experience in our school. Our children are more knowledgeable in library skills because they have discovered individually what the library can do for them.

Students, faculty, parents, and, above all, an enlightened principal, who believes and practices the theory that there can be no good school without a good library, contribute to our measure of success. Show me a librarian who would not like to be a member of this team! •••

a bibliographic essay by Mary Virginia Gaver

Research on elementary school libraries

• *Miss Gaver is a professor in the Graduate School of Library Service, Rutgers University, New Brunswick, New Jersey.*

The research on elementary school libraries has the following characteristics. Much of the data and some of the findings are incorporated as a part of investigations into school libraries or education in general. Those studies that have been made are relatively few in number and reflect unevenness in scope and depth, so far as the areas needing investigation are concerned. Nevertheless, the studies which have been carried out are beginning to justify certain generalizations.

In this survey, the findings of studies which have direct bearing on elementary school libraries are summarized; the studies *in progress,* so far as the writer could identify them, are cited; and areas needing further investigation are enumerated. Master's theses have been included only when they were available for evaluation. Studies have been assigned in the category to which each has major significance; a number, however, have pertinence for several of the topics discussed. The topics are: status of elementary school libraries; school and public library relations; materials and expenditures; personnel; evaluation of elementary school libraries; pupil outcomes related to elementary school libraries; and needed research.

Status of elementary school libraries. A basic need in the study of any educational provision is to learn its present status. The most recent statistics reported by the U.S. Office of Education include data on the provision of elementary school libraries, indicating that 65.9 per cent of elementary schools in 1958-59 lacked centralized libraries and that 51.05 per cent of the children attended schools without this provision. Average number of volumes in elementary school libraries was 4.6 per student as compared with 6 in secondary school libraries; average expenditure per pupil was $1.43 as compared with $1.85 in secondary school libraries; and 25.8 per cent of the elementary schools was served by school librarians as compared with 91.7 per cent of secondary schools.[1] The questionnaire for a similar report to cover the period 1960-61 has been distributed recently by the U.S. Office of Education. It seeks additional data pertinent to elementary school libraries, such as data on classroom collections, public library bookmobile service, public library loan collections, extended hours of services, central office provision of personnel and services, and adult personnel other than certified librarians serving in libraries. When published, this report will add considerably to our knowledge of the status of elementary school library services and personnel.

The Research Division of the National Education Association, in a report on "Library and Guidance Services," also provides data on

[1] Studies cited are listed at the end of the essay.

extent of provision for library service in elementary schools, based on replies from 810 urban districts. Since no definition was provided for the levels of provision by which data are classed, perhaps the most significant finding is the statement that 11.1 per cent of districts reporting "full provision" are *expanding* service; 32.9 per cent of those reporting "limited provision" are expanding; and 0.9 per cent of those with no provision are adding service.[2] A recent study of practices and policies in elementary school administration reports roughly the same figures: "Almost one-third [of the schools in the sample] are recognizing the importance of the elementary school library by providing special subject teachers and supervisors." This same study reports "obtaining sufficient instructional materials," "selection of instructional materials," and "school libraries" as among problems of serious concern to elementary school principals.[3] These studies combine to show a considerable degree of growth *away* from classroom collections alone, in contrast to the status reported in Brown's investigation of 1940.[4]

In some states, such as New Hampshire and West Virginia, where recent state surveys of school libraries have been made, elementary school library provision is at so low a level that the studies have been limited to the secondary school. In other areas, such as Hawaii,[5] metropolitan Toronto,[6] and the New York City metropolitan region,[7] data on elementary school libraries are reported along with data on other types of libraries. Minneapolis[8] and Chicago[9] are cities for which special surveys of elementary service recently have been made. Surveys of Missouri,[10] Nebraska,[11] and California[12] also indicate the degree of interest in this type of library. The PNLA Library Development Project has also reported data on the status of elementary school libraries in this region.[13] No survey of elementary school libraries in parochial or independent schools has been identified, although a recent report in *Publishers' Weekly* indicates that Roman Catholic schools are working to improve their provision in this respect.[14] The school library as a materials center will be investigated in a status study, approved in the fall of 1961 for support under the National Defense Education Act.[15] This will identify the role of school libraries (including those in elementary schools) which serve as materials centers and will recommend the nature of professional preparation needed.

School and public library relations. Recent standards for both public and school libraries have served to "clear the air" on the vexing problem of school and public library responsibilities, especially at the elementary school level. The assumption that children's service by the public library was enough in the past has been, and in fact still is being, used as justification for *not* establishing library service in elementary schools. However, the statement from the Educational Policies Commission that "an elementary school needs a library available to pupils individually, in groups, and in classes"[16] probably may be more influential with school administrators than statements from the library profession.

Two comprehensive studies, still in progress, are those by Lohrer and White which derive from problems of joint administration. Lohrer's project, authorized by the Indianapolis Public Library, proposes to "develop and test a method for the evaluation of the effectiveness of a program of school library service administered by the public library; to determine the relationship between IQ and reading levels to adequacy of reading material in a school, in order to recommend type of library collection needed."[17] White's study, requested by the Public Library Association, proposes "to determine whether the public library branch located in the school building serves adults according to public library standards."[18] Most of the branches studied are reported to be in elementary schools. The study of "Organizational Patterns in Public Library Service to Children," it is hoped, will also provide data relating to this problem when it is completed.[19]

Another series of studies was designed to ascertain the proportionate use of the elementary school and public library, where both have been provided. The findings of these studies have shown that a relatively small percentage of the children in kindergarten through grade eight use the public library.[20] So far as the writer knows, no longitudinal study has been made to determine whether, over a period of time, the establishment of elementary school

libraries has had a favorable or unfavorable effect on public library use. Still another study, in which the source was reported for all items read by sixth-grade children in a ten-week period, found the public library as the source for no more than 13 per cent of the items reported read by the children in the elementary schools of five communities.[21]

The effectiveness of cooperative relationships between school and public libraries has also been studied in two recent investigations by Fenwick[22] and Drennan and Wenberg.[13] The low level of communication between school and public librarians and the lack of provision for elementary school libraries in most communities were common findings.

Materials and expenditures. Relatively little research has been done on the nature of the elementary school collection, selection policies, and expenditures. The recent cost study done by the U.S. Office of Education Library Services Branch yielded valuable information of the increase in number of juvenile titles published from 1930 to 1960, and cost increases for juvenile titles from 1947-49 ($2.11 average) to 1960 ($2.74 average), which should help budget makers.[23] Bothwell's study of small item expenditures" is extremely helpful for argumentative purposes in establishing budgets for school library materials. Although he does not differentiate between elementary and secondary schools, he reports that *all* small item expenditures (which include library and audio-visual materials) make up less than 15 per cent of school budgets; that this category of expenditure is a vital force in achieving quality education; that as schools increase their expenditure per pupil, they spend less for basic items (textbooks, chalk) and more for quality related and quality improvement items (including library books and audio-visual materials). The finding that communities with greater wealth did not spend as much for small items as did communities making greater effort (defined as amount spent in relation to ability to pay) has particular significance for public relations programs aimed at securing vigorous community support and understanding.[24]

Two studies have been identified in which practices and procedures in the selection of materials for elementary schools are the subject of investigation. McCartney obtained data from a questionnaire and opinionnaire from 302 California school administrators and curriculum supervisors (representing a 78.4 per cent return), interviews, and analyses of practices and procedures in individual school districts. Of primary concern are her findings that no general pattern of policy or practice existed for training committee members or for selection procedures to be followed and that few districts had formulated written statements of policy for selection procedures. Other findings seem to be more significant for the particular organizational pattern of California schools.[25] McCusker's study is still in progress. Her aim is to compile data on Iowa elementary school selection and purchasing procedures for books other than textbooks by means of a questionnaire to school and county superintendents and an intensive study of one county.[26]

Personnel. Investigations regarding not only school library personnel but also the role of teachers and principals in relation to school library programs would seem to have especial value at the elementary school level. Possibly the most significant research on school library personnel provision is included in the Landerholm study, which analyzed the provision of eight kinds of professional specialists, whose employment does not reduce class size, in relation to a criterion of school system quality. He found that "a high degree of school adaptability is accompanied by great emphasis on four services—library, psychological, health, and guidance"; in fact, the zero-order correlations quoted assign the highest correlation (.55) to the provision of *librarians* per 1000 pupil units.[27] A study by Henne, still in progress, is designed to "determine the amount of overtime work spent by professional school librarians . . . contractual patterns, and the percentage distribution of time spent . . . in clerical work, technical work, work with teachers and students, and other categories."[28] Data have already been gathered from a sample of about 300 school libraries including elementary levels. A smaller sample will be abstracted from this number for intensive study of detailed time and activities work-sheets.

The relationship of teachers' knowledge of libraries and interest in reading to pupil read-

ing and library skills has been studied by Hagrasy. Using three measures developed by the Rutgers study[21] and two questionnaires which he designed to measure teachers' understanding of the library and reading habits, he tested these relationships in a sample of eighteen teachers and 161 sixth-grade pupils in two schools of Newark, N.J. (four classes in each school). "The hypothesis that there is a measurable relationship between teacher's reading habits and library backgrounds (as predictors) and pupils' reading and library skills (as criteria) [was] substantiated for this sample: a) when a teacher's reading habits and library backgrounds are significantly low, then his class's reading and library skills are also significantly low, and b) when a class's reading and library skills are significantly high, then the teacher's reading habits and library backgrounds must [be] at least relatively high."[29]

Data from the "Data Bank" (maintained by the Institute of Administrative Research at Teachers College, Columbia University, which has gathered, over a period of years, well over 300 factors and analyzed them in relation to a criterion of quality), include characteristics of the professional staff similar to those studied by Hagrasy. "A personal library of 150 or more nonprofessional books appears to be most predictive of the criterion, as does purchase of 12 or more within a year. . . . Indexes showing relationship between the criterion and elementary staffs included per cent subscribing to one or more professional magazines and per cent reading seven or more professional books within three years."[30]

The Quality Measurement Project, a study of 97 school systems in New York State, is gathering data on staff and pupil characteristics and other measures predictive of quality, including some library data. The reports so far issued include findings highly sugegstive for, but not directly related to, library provision.[31] A study of the conditions of work which face the nation's classroom teachers includes valuable corroboration that many teachers do have insight into the role of the library and resource materials in their success in teaching. Data are based on a study of nearly 1000 policy handbooks from school systems throughout the country and a questionnaire on 50 issues relating to conditions of work mailed to every 100th member of the NEA, which served as a general guide in compiling the report. Of the 2022 respondents whose questionnaires were tabulated, 7 per cent were classed as "librarians, counselors, and miscellaneous." Among other findings pertinent to elementary school libraries is the recommendation that 50 professionals per 1000 pupils (including librarians) is the minimum staff size below which a school should not go.[32]

The role of the principal in elementary school library service has been the subject of two recent investigations. Kaye interviewed supervisors and library school teachers and observed 54 elementary school libraries in Connecticut, New York, and New Jersey identified as having superior library service. His aim was to identify what the principals were doing to promote this outstanding service and to offer suggestions to principals regarding their role in improvement. He concluded that complete responsibility by the school board for the operation of the school library is the best pattern of organization; that the principal should concentrate on attempts to obtain adequate funds and to educate the school board and the public as to the value of the library; that complementary service based on cooperation between the school and the public library is the best pattern to follow.[33]

Tolman, in another study, aimed to explore the factors involved in establishing elementary school library service in New England schools by means of a checklist distributed to 126 principals enrolled in courses at Boston University in 1955. The principals were "favorable if not enthusiastic" toward establishing school libraries and identified two basic problems: interesting teachers in the materials program and determining the best type of organizational pattern. The study lists a number of suggestions made by the principals for working with parents and teachers for the establishment of library service at this level.[34]

The Fiske study[35] and the related article by Tyler[36] explore the role of the school administrator in relation to the school library in considerably more depth than either Tolman or Kaye and indicate that it is a crucial role. However, no data are provided by Fiske to indicate the grade level of the schools included in her study. In the study of school ad-

ministrators' concepts of the library by Sletten, Darling, and Thweatt, some items are included which relate specifically to the elementary school (such as preference for classroom collections) and data are tabulated according to grade level.[13] This is a significant exploratory investigation which should be continued in further research.

Evaluation of elementary school libraries. Evaluation tools such as those provided by regional accrediting associations have been a useful lever in improving secondary school libraries but until recently have been lacking for elementary school libraries. The section on the library in the Boston University study has been helpful to identify the library in this framework but slight in actual depth of evaluation.[37] The Southern Association in a very progressive step has developed standards for evaluating elementary school libraries, and is using the instrument as a guide in its accreditation and study program.[38] In an earlier study, Crow developed criteria for appraising library service in elementary schools, set up a scoring device, and rated one elementary school library on the basis of the measure developed.[39] "Planning Guide for Elementary School Libraries" will supply a highly useful counterpart to the earlier guide for secondary school libraries.[40] It has been needed for some time and is reported almost ready for publication by the American Library Association.

The Rutgers study contains measures which can be used for purposes of self-study by a school staff or administered by a survey team. They were constructed to apply to an established elementary school library, to a centralized collection (without paid professional personnel), or to a school with classroom collections only.[21] Also related to these studies is the dissertation by Lowrie which had as its objective "to determine the conformity of elementary school library service to standards and to present programs . . . in reading guidance and curriculum development, especially in grades 4-6."[41] Observations made during a series of visits to excellent elementary school libraries in ten states provide the basis for her descriptions of practice.

Pupil outcomes related to elementary school libraries. One of the key questions asked by school administrators, especially in relation to plans for establishment of libraries in elementary schools, is, "What difference does it make to children?" Research studies in this area, therefore, very easily run the danger of becoming "argumentative" research. The studies which have been aimed directly at investigation of the relation of the library to such factors as the development of library skills, the amount and quality of pupil reading, and pupil achievement indicate that the provision of a "real library" with at least one full-time librarian does have a measurable positive relationship to these factors. This relationship, however, is very difficult to measure exactly because there are so many inter-related factors. Possible "distractors" or "contaminating factors" include, for example, the socio-economic level of the community, the vigor of community support for education in general, knowledgeable concern for library service on the part of the school administration and teachers, the degree of accessibility of public library service in the community, and, of course, the level of service provided by the school library.

Generalizations with regard to pupil outcomes which seem justified by the research completed to date include the following: Children who have had *continuing* access to good school library collections administered by qualified library personnel generally read two to three times as many items in a greater variety of literary forms and interest areas, read more magazines more frequently, and also include fewer nonreaders than do children who have had access only to classroom collections or centralized collections with no professional personnel.[20, 42, 43, 44] They also appear to make higher scores on reading tests[43, 45] and show greater educational gain between fourth and sixth grades as measured by the Iowa Test of Basic Skills[21] or as indicated by the professional judgment of their teachers.[46, 47] Furthermore, children who have had systematic instruction in library skills closely related to the curriculum and the opportunity to use an organized library collection consistently and continuously score higher on work-study tests and/or on tests of library skills than do children lacking this opportunity.[21, 45, 48]

A further finding of the Rutgers investiga-

tion[21] and the Hagrasy dissertation[29] indicates that children in a school with a library and librarian are exposed to a concentration of library-related activities on the part of *both* teachers and librarian and to a higher degree of accessibility of materials and services in the elementary school *classroom* than is the case in schools lacking a library or a centralized collection. The Rutgers study, in addition, gives some indication that the degree of accessibility of services and concentration of activities may be superior in a classroom situation to that found where a centralized collection has been set up without professional personnel. These findings of the Rutgers investigation with regard to accessibility of services were corroborated by an unpublished study of the Perth Amboy (N.J.) public schools[49] and have some negative significance as to the value of volunteer personnel, although further investigation is needed on this point.

No research focused on the elementary school library and gifted children, as such, has been identified. A recent bibliography produced by the NEA Project on the Academically Talented lists only seven items pertaining to the library, but all are based on professional judgment or experience, not research.[50] Lewis' recent study describes her observation of teaching-learning situations, which had the objective of identifying common elements of schools which give special attention to the more able student in grades four through six. Many examples are cited of use of school libraries and rich instructional resources and "easily available resources in central libraries" are reported as *one* of the common elements in the sixteen schools described.[51] Much further work is needed, however, in this aspect of the subject.

In spite of the fact that the library studies cited here have not been carried out on a large population (comparable in size to those used in the school studies by Bothwell[24] and Landerholm[27]), the findings reported indicate to the writer that the provision of an elementary school library does have a positive relation to student outcomes and by inference to quality education. The inferences made by McGuire and his associates in the Human Talent Research Project at the University of Texas[52] indicate that "school librarians have a clear role in the development of human talents over and above the routine provision of library service and their work with students and school personnel."[53] The important factor, however, is not the possession of a school library, per se, but the program of services to individual students and teachers which is carried out with the human and physical resources provided in the school with a library.

Needed research. One of the basic needs in school librarianship is for advanced students to enter doctoral programs so that they may be equipped to carry out research. As a truly pioneering field, work at the elementary level is in particular need of effective research, especially investigations which can be coordinated through graduate schools of education and of librarianship working together, with sponsorship for student support such as that available under NDEA Title VII and under the Cooperative Research Program of the U.S. Office of Education.

Areas in which serious investigation is needed, as indicated by the survey presented above, are outlined briefly below. (*See also* "Research needs of the school library program," *Newsletter*, Library Education Division, ALA, No. 39, September 1961, p. 13-14.)

- There is need for regular collecting of statistics of elementary school library provision at the state level coordinated with that now in process of being collected by the U.S. Office of Education at the national level. State statistics for school libraries are delayed in publication and uncoordinated in scope, as is of course true for library statistics in general.
- Surveys of the accessibility of *total* library facilities at the local school district level, identifying library deficiencies of *all* children in a community, are needed, not for argumentative purposes, but to serve as a basis of planning for development of *total* community resources for library service to children.
- As more school and public libraries approach the very good provisions described in their respective standards and as more status studies are carried out, as recommended above, it seems evident to the writer that a new approach will be needed to the question of school and public library relationships. If this thinking is correct, then a major study is

needed to determine what the responsibilities should be in each type of library for programs and resources to serve children, under conditions of *maximum* provision or saturation. The need for such a study is already imminent and is particularly pressing in urban, metropolitan areas. Dr. James A. Conant's *Slums and Suburbs* (McGraw-Hill, 1961) poses the problem; the New York City "Higher Horizons Project" hints at the potentialities. Here is a real challenge to school and public librarians alike and it is not limited, of course, to the elementary school level.

• Case studies, experiments, and even status studies or bibliographical surveys are needed to clarify the roles of the elementary school librarian and the library in work with exceptional children and in special teaching situations. As librarians, we know very little about the principles of work with the talented, the educable, or the trainable child. Special situations such as team teaching or materials centers have been developed to an even smaller extent in elementary than in secondary schools, and the individualized method of teaching reading is much discussed but its implications for libraries are little understood. The best opportunities for research in such problems appear to lie in interdisciplinary investigations, done in collaboration with specialists in reading, psychology, and the like. Guidance from the findings of research is essential in all these areas.

• Further exploration is needed of the role of the school administrator (both principal and superintendent) in relation to teacher understanding and utilization of library resources in elementary schools. Although such research is desirable at the secondary level, it is crucial at the elementary level because of the closer work relationship between teacher and principal and the lower level of development of library service in elementary schools.

• Implementation in programs of teacher education of what we already know about the need for thorough knowledge of children's literature and adequate understanding of the library on the part of elementary school teachers is critical. There might be shock value, therefore, in a counterpart study at the elementary level of the NEA's study of the secondary school teacher.[54] A minor related need in this connection is for identification of methods by which elementary school librarians can best serve teachers' needs for classroom collections. One of the greatest obstacles to functional elementary school library programs in the past has been the destruction of classroom collections, resulting in built-in opposition to the library by teachers.

• Further investigations are needed into the role of such factors as accessibility, the program of library-related activities, integration of use of reference materials in the instructional program, and the contribution of the library to the learning process, as applied to the elementary school. In most of these areas, development of measuring instruments would seem to be a starting point.

• Comparative studies designed to measure the effectiveness of various ways of initiating library service in elementary schools would also be highly useful. P.T.A. volunteers, multi-school (itinerant) librarians, central collections distributed by a headquarters office, and mobile libraries are some of the methods which have been used. What are the differences in student outcomes, in speed of establishment of a full program of services, and in effectiveness of service among these various methods?

• One of the most critical questions in the establishment of elementary school libraries is, "Where will the librarians come from?" Present programs need to be expanded by institutions of higher education for the recruitment of personnel, but more important would be the development of truly imaginative curricula to prepare personnel for work in elementary school libraries. A ground swell of interest among educators is already providing the opportunity. If the proposed school library title in the National Defense Education Act should be approved by Congress, the means would be at hand. One state education leader already has developed a proposal designed to recruit 2000 elementary school librarians and to offer a limited but new kind of program for their orientation to the work. While this is not necessarily research, it requires investigation and planning at an advanced level and is a basic essential to further development. Experimentation in a new curriculum for elementary

school librarianship would be very much in order.

In concluding this survey and statement of needs, the writer cannot refrain from calling attention to the need for the kind of research which can only be carried on with considerable financial support and with the greater insight to be derived from cooperative projects. Such support is available through certain titles of the National Defense Education Act and from the Cooperative Research Program of the U.S. Office of Education, but only a limited number of requests for projects in the library field have been made to either of these offices. In an area such as elementary school libraries there is great opportunity, as well as real need, for the findings of research to be applied to the improvement of such a vital educational resource.

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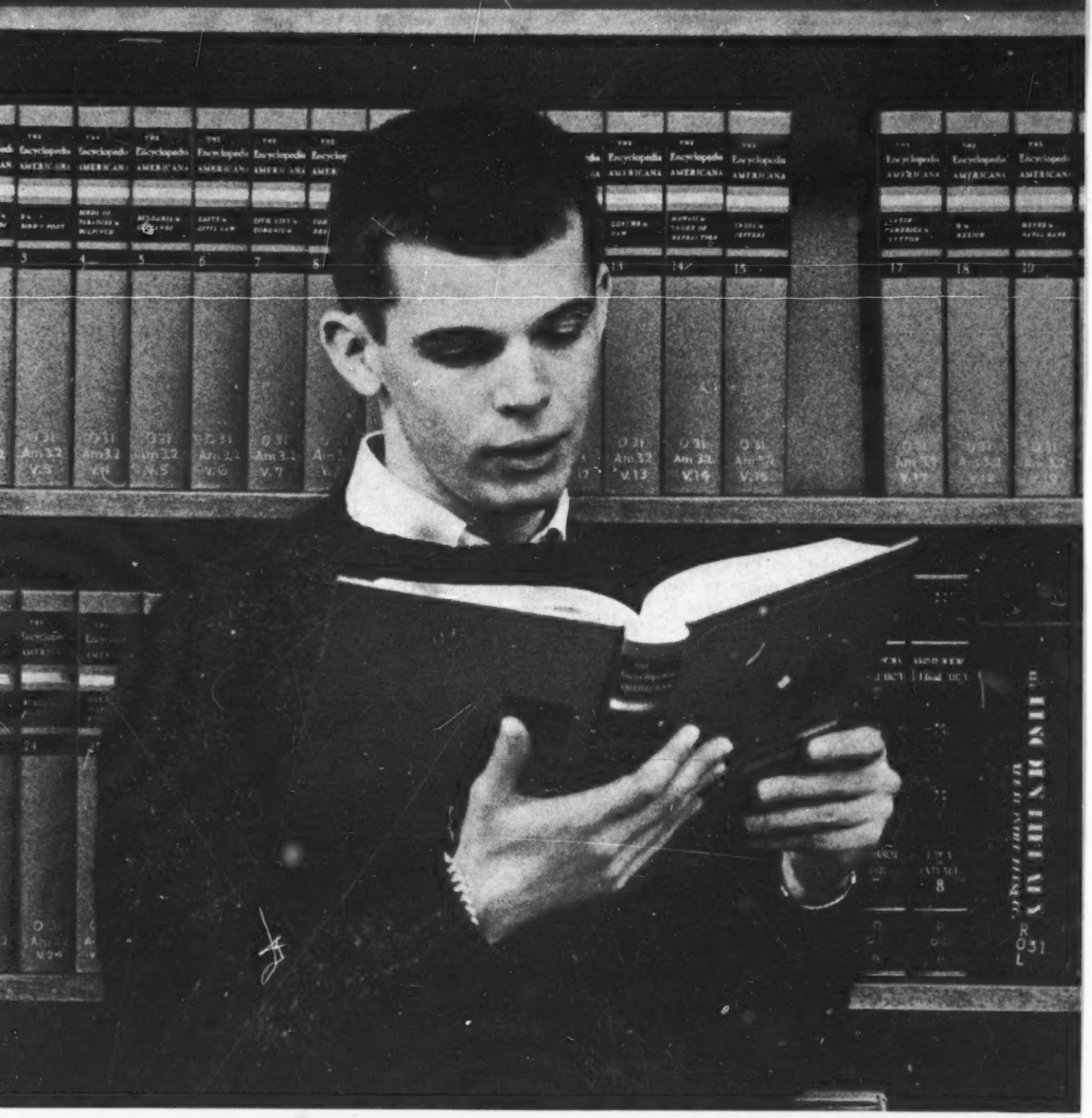

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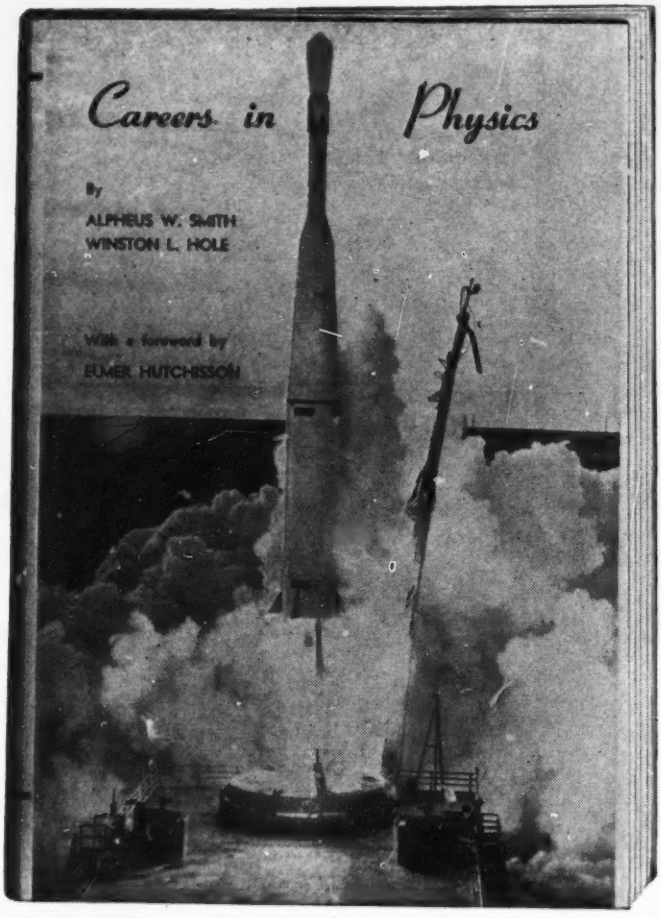

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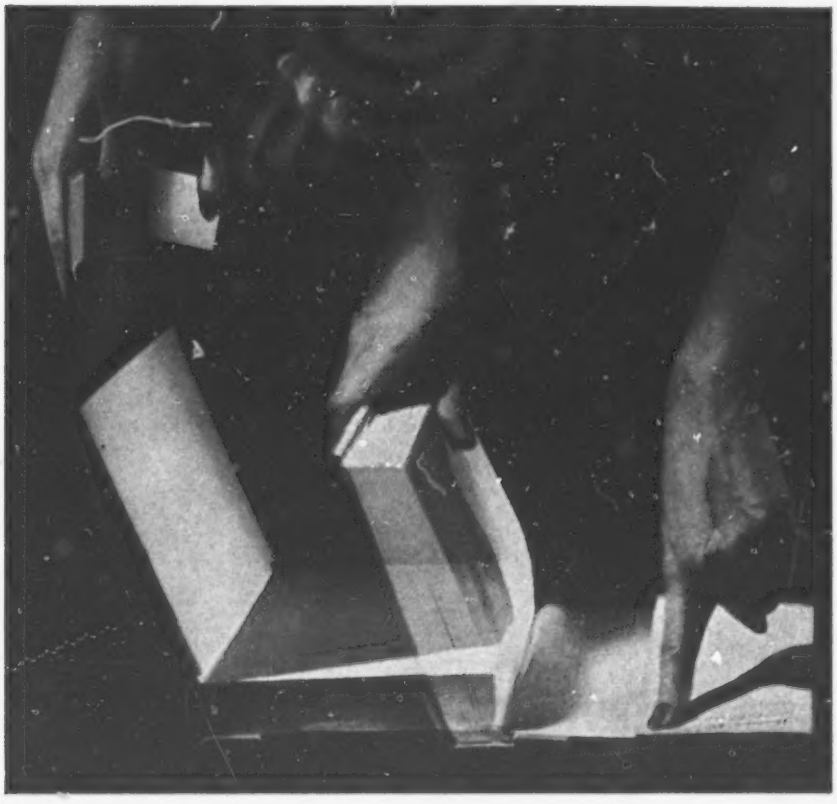

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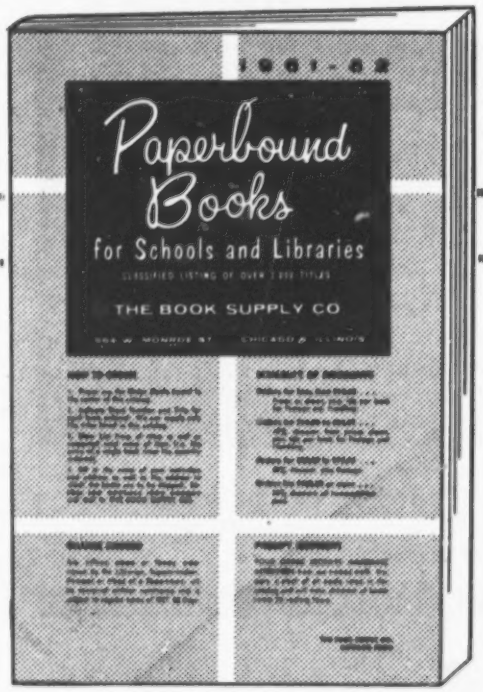

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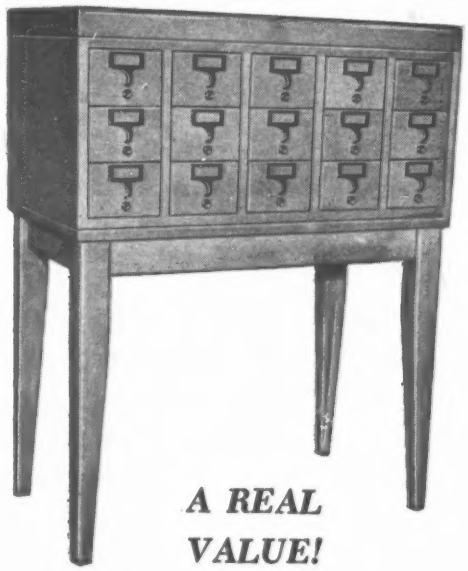

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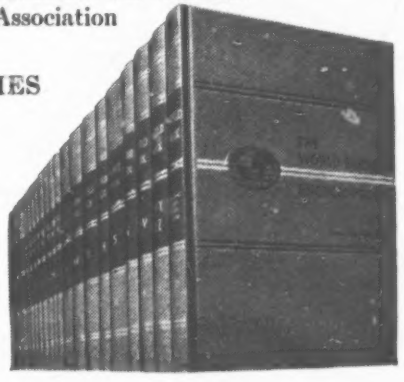

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